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ABSTRACT

The purpose of this technical report is to describe the media and presentation variables selected for inclusion in the instructional system for the United States Naval Academy leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484). Considerations for the selection of these variables, presented fully in another technical report (EM 010 475 and EM 010 487), are first reviewed, and then those variables which were selected are discussed. A description of media and presentation variables is also provided. Finally, flowcharts depict the assignment of media to segments of the course. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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INSTRUCTIONAL PRESENTATION DESIGN

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WESTINGHOUSE LEARNING CORPORATION

LEADERSHIP MANAGEMENT COURSE

INSTRUCTIONAL PRESENTATION DESIGN

CONTRACT NO. N00600-68-C-1525

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LEADERSHIP MANAGEMENT COURSE

INSTRUCTIONAL PRESENTATION DESIGN

Contract No. N00600-68-C-1525

Abstract

This report contains the media and presentation variables selected for the instructional system of the United States Naval Academy Leadership Management Course. It includes discussion of the selection of media and descriptions of media, presentation variables, and course structure. Flowcharts depict the assignment of media to segments.

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1. OVERVIEW

The purpose of this technical report is to describe the media and presentation variables selected for inclusion in the instructional system for the United States Naval Academy (USNA) Leadership Management Course. Considerations for selection are based primarily on the requirements of the technical report entitled Research and Evaluation Plans (TR-6.3a) and on the structure of the content of the course.

Section 2 includes the major considerations for media and presentation variable selection, and an itemization of media selected for presenting core segments, depth segments, enrichment segments, and remedial sections. A description of media and presentation variables is also given.

Description of the basic course structure is given in Section 3. For a detailed description of the course structure, see the technical paper entitled Course Strategy (TP-6.4).

2. SELECTION OF MEDIA AND PRESENTATION VARIABLES

The media and presentation variables selected for the instructional system of the USNA Leadership Management Course have in general been based on three major considerations:

a. research requirements

b. multi-media requirements

c. system requirements

Stipulations placed on media selection by the research design aspect of the total project are given in the technical report entitled Research and Evaluation Plans, Part II (TR-6.3a Part II). Basically, these constraints necessitate media selection which will allow for precise experimental control of stimulus presentation, duration, response form, response demand frequency, and management decisions. Media selected for these reasons must also be comparable in advantages and limitations to counterpart media which appear in parallel modules over the same content segments. For example, videotaped lectures and audiotaped lectures with panelbooks are felt to be very nearly equivalent, with respect to their primary advantages and limitations. By using both media in parallel modules, it is possible to uniformly hold constant or vary the significant presentation variables within an experimental hypothesis.

A second stipulation of the research requirement is that the media have the capability for varying dimensions of presentation. For example, if it is necessary to study the effects of transient stimulus duration on effective content acquisition, then a medium

must be selected, which is either an inherently transient form of presentation, such as film or videotape, or which can be easily modified into a transient presentation, such as externally-paced slides.

In general, selection of media from a research standpoint has been made in the following manner:

a. Hypotheses based on the theoretical model of presentation forms were stated (Tosti and Ball, 1968; TR-6.3a Part II).

b. Experimental and statistical designs for testing those hypotheses were determined.

c. The required number of cumulative post-test units, and segments within units for testing the hypotheses, were determined.

d. All possible media which would fulfill requirements of the various experimental designs were listed.

e. Media were selected which would fulfill the experimental requirements, and simultaneously provide diversification in the instructional sequence.

The second major consideration in media and presentation selection has been to obtain variety in instructional methods. In developing an instructional system, it is necessary to obtain as much information as possible about the relative merits of one mode of instruction over another. Research efforts again have been directed toward experimentation with a number of instructional techniques which are relatively unprecedented in educational technology or which lack verification of value. The intent

in the selections is not to make direct media comparisons, but rather to experiment with the potentialities of each. (The effectiveness of each mode of presentation will be assessed by the gain score ratio discussed in TR-6.3a, Part I). The use of a variety of media also makes possible a cost/effectiveness study of each medium within the system.

Another advantage to media diversity is a motivational consideration. There is support for the position that variety in instructional techniques helps to maintain a consistent level of motivation among students (Tosti and Ball, 1968). Based on this assumption, some media have been selected for their novel appeal while other, more traditional media have been varied in presentation form. Altogether, 12 different media or presentation forms will be used.

The third major consideration in media selection is the projected plan for implementing and maintaining the instructional system of the Leadership Management Course beyond the experimental institution of the course. Media have been selected which can be used in individually paced instruction without creating logistic hazards. Special attention has been given to existing facilities at the USNA, such as computer consoles, and to the projected availability of those facilities.

An extension of the selection for system maintenance considerations is the design and development of parallel modules for all experimental hypotheses. In the experimental stages of the course, parallel modules will be used for hypotheses testing;

however, subsequent to the experimental stage, parallel modules, which are not retained as core modules, may be used as alternate remediation modules, since they cover the same core material, yet employ different presentation forms.

2.1 MEDIA

Media have been selected for presenting content aspects of core segments, depth core segments (additional required instructional), enrichment segment (optional instructional), and remediation sections. A description of the nature of each of these segments is given in Section 3.

2.1.1 Core

Media selected for use in the presentation of core material in the instructional system are:

a. videotaped lectures.
b. audiotaped lectures with accompanying panelbooks.
c. syndactic text (summary statement on concepts in text followed by frame sequence in text).
d. syndactic videotape (summary of concepts by videotape lecture followed by frame sequence in text).
e. syndactic slide-tape (summary of concepts of synchronized slides and audiotape followed by frame sequence in text).
f. lectcard (tape lecture and textual presentation).
g. computer assisted instruction (CAI).
h. linear programed text (frame sequenced text).

i. multi-level text (summary sequenced, paragraph sequenced, and frame sequenced text).

j. films.

k. group discussion.

2.1.2 Depth Core

Media selected for presenting depth core material in the instructional system are primary group discussions built around:

a. films.

b. texts.

c. lectures.

d. videotapes.

2.1.3 Enrichment

Media selected for presenting enrichment materials are:

a. films (existing films relevant to concept areas).

b. resource materials (LAS: bibliographies of texts and pertinent articles).

2.1.4 Remediation

Since the primary method of remediation will be repetition, the media used will be the same as that used in the presentation. If a student scores below criterion on the post-test (progress check), the prescriptive remediation diagnosis accompanying each progress check will direct him to selected sequences of the original presentation. Planned remediation modules are presented

via the following media:

a. core media -- text (syndactic or linear)
   remediation media -- text repetition (frame or paragraph sequenced)

b. core media -- videotape (syndactic or lecture)
   remediation media -- videotape repetition (summary sequenced)

c. core media -- audiotape
   remediation media -- audiotape (summary sequenced)

d. core media -- CAI
   remediation media -- CAI; error diagnosis

e. core media -- multi-level text
   remediation media -- multi-level text; multi-level repetition

f. core media -- resource materials (LAS)
   remediation media -- text repetition

2.2 PRESENTATION VARIABLES

Presentation variables selected for study have been adapted from A Behavioral Approach to Instructional Design and Media Selection (Tosti and Ball, 1968) and modified for inclusion in the present project. Presentation variables cover the attributes of all media selected for study. They are: stimulus representation, stimulus duration, response demand frequency, response form,

management type, and management frequency. The variables, with their attributes, are listed below:

a. Stimulus representation

   1) verbal-written -- written material, such as printed text

   2) verbal-spoken -- voice transcriptions, such as a lecturer, videotaped lecture, or tape recorder

   3) pictorial -- illustrative material, such as pictures

b. Stimulus duration

   1) transient -- instructor-controlled presentation of material which becomes unavailable after it has been presented, such as movie or lecture

   2) persistent -- student-controlled presentation of material which remains available to the student, such as a text

c. Response demand frequency (RDF)

   1) high RDF -- relatively frequent demand for a response in an instructional sequence, such as in programed texts where a response is required in each frame

   2) medium RDF -- relatively moderate demand for a response, such as a question which follows ten minutes of videotaped lecture

   3) low RDF -- low (frequency) demand for a response, as when a "review" question follows a chapter of textual material

d. Response demand (RD)

1) overt-written -- the student responds to a question by writing the answer on a prepared answer sheet, i.e., a measurable constructed response

2) overt-vocal -- the student responds to a question by saying the answer into a tape recorder, i.e., a measurable constructed response

3) overt-selected -- the student responds to a question by choosing the appropriate answer from a number of possible answers, such as a multiple-choice test

4) covert -- the student response to a question by "thinking" of the answer (He is not required to provide a measurable response; thus, this is a non-measurable, constructed response.)

e. Management type

1) repetition -- If the student does not answer a question correctly, he is presented the same material again.

2) multi-level (Crowder type) -- If the student does not answer a question correctly, he is presented a "simpler" (more highly prompted) version of the same question.

3) error-diagnostic -- If the student does not answer a question correctly, his wrong answer is discussed and he is directed to review the source of his error.

f. Management frequency (MF)

1) high MF -- highly frequent decisions to alter the presentation, based on the student's response to a question. Management frequency may be built into the instructional system, as in a text where the "decision" is made, on the basis of a response to every frame, to advance the student to the next frame or to remediate him on the same frame. Management frequency may also be determined extemporaneously, as when the lecturer asks the class a question; if no one answers, the instructor may decide to review previous content.

2) medium MF -- moderately frequent decision to alter the presentation based on the student's response, such as having a quiz after a 10-minute film, and on the basis of the student's score, either repeating the film on proceeding to new material

3) low MF -- relatively low frequency of decision to alter instruction based on the student's response to a question, such as a lecturer giving a quiz after 40 minutes of lecture (Based on the student's score, the instructor either assigns homework problems or does not)

NOTE: The response demand frequency must be equal to or more than the management frequency

you call for in that response. One example of presentation in which RDF exceeds MF is the lecturer who frequently asks the class "rhetorical questions." The instructor does not change his presentation on the basis of the student's (covert) responses, yet he does call for those responses. In this case the RDF would be high but the MF would be low.

3. COURSE STRUCTURE

The content aspects of the Leadership Management Course are divided into two essential levels. They are: part and segment. An example of the relationship of the content aspects of the course may be seen in the illustration on the following page, entitled Organization of Course. It should be noted that superimposed over a group of segments within a part is the CPT unit which is primarily a research classification of segments to be included in experimental studies.

3.1 PART

A part can best be defined as a chapter in the course. It includes all the general concepts relevant to the acquisition of the macro-objectives of the course. To date, there have been 11 general content categories identified as parts. They are:

Part I -- Overview of Leadership

Part II -- Individual Behavior

Part III -- Group Dynamics (Behavior)

Part IV -- Achieving Effective Communication

Part V -- Military Management

Part VI -- Authority and Responsibility

Part VII -- Leadership Behavior and Styles

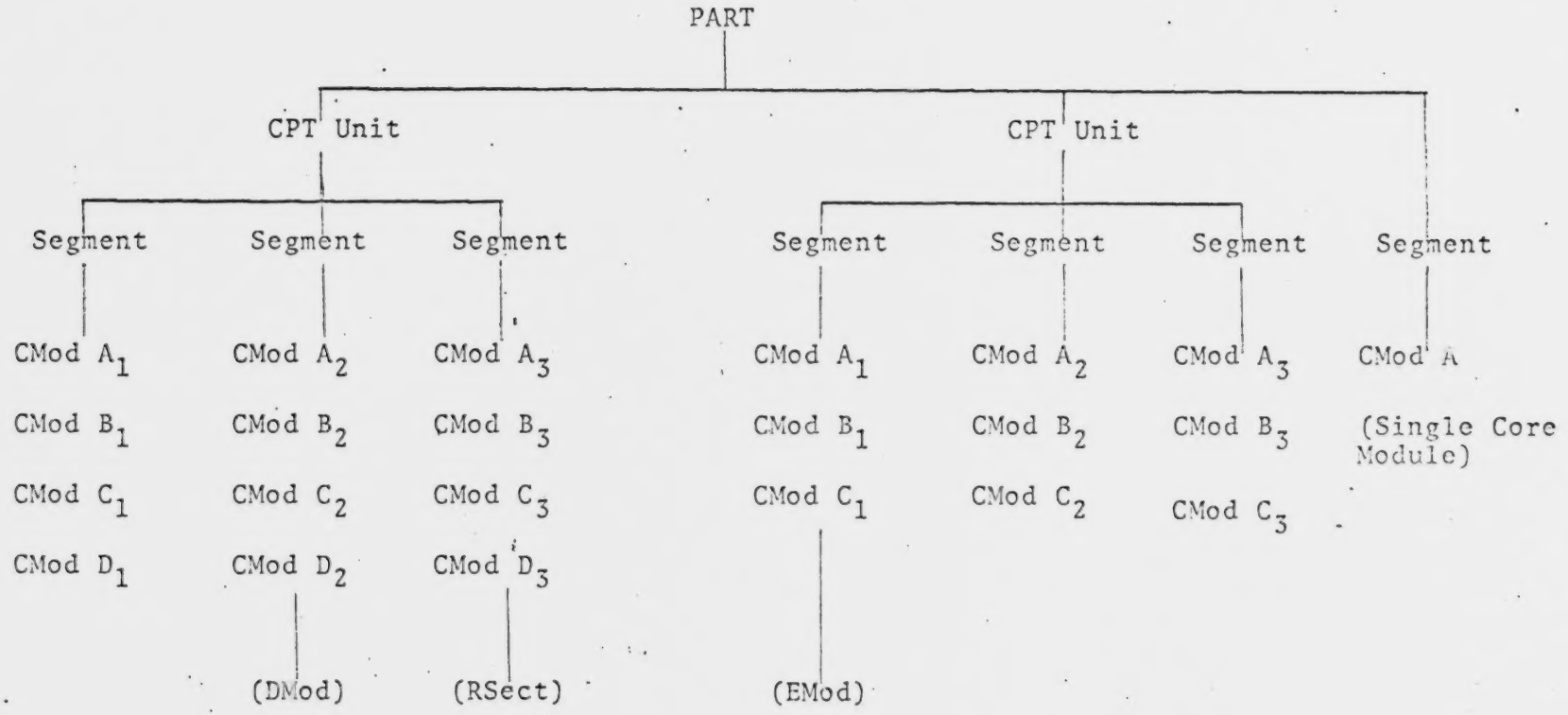
Part VIII -- Senior Subordinate Relationships

Part IX -- Morale - Esprit de Corps

Part X -- Discipline

Part XI -- Personnel Evaluation

ORGANIZATION OF COURSE



CMod - Core Module
DMod - Depth Core Module
EMod - Enrichment Module
RSect - Remediation Section

A twelfth part will be designated as Summary and Review

3.2 CUMULATIVE POST-TEST (CPT) UNIT

As mentioned, the CPT unit is an artificial grouping of three or four segments within a part, and is determined by the several hypotheses in the research design. The only precautions taken in grouping segments into units is that the segments deal with the same general types of concepts, and that the teaching of a single concept be initiated and completed within the unit. Content acquired in the CPT unit is measured by the cumulative post-test (See Research and Evaluation Plans, Part I, TR-6.3a.) The CPT is approximately a 30-point multiple-choice test.

3.3 SEGMENT

A segment is a collection of learning objectives that are closely related by content and educational purpose.

Content relationship is seen in the objectives with which a segment deals. For example, in Part Two, Individual Behavior, the many learning objectives are collected under a lesser number of sub-groups (segments), such as Motivation.

Educational purpose refers to the generic learning purpose which the content of the segment is intended to serve, i.e., it is either (1) a core learning segment, (2) a depth learning segment, (3) an enrichment learning segment, or a (4) remediation section.

A segment is also capable of conceptualization in two more ways. The constraints of scheduling force the segment to be

conceived in terms of real-time parameters, i.e., because the entire course must be made to fit the time available, a segment is the most useful content framework, in terms of size, within which real-time factors may be adjusted and discussed. Thus, segments become useful conceptual tools with which the course designers can adjust course content to fit time constraints. In informal staff discussions regarding time constraints, a segment has often been referred to as "a period of instruction, generally estimated at 40 to 80 minutes of student time." The total course is estimated to contain approximately 80 segments--60 core segments and 20 depth core or enrichment segments.

While these are useful and necessary parameters, it must be recalled that the real-time element of a segment is secondary to its operational definitions; a segment is generically defined as learning objectives clustered together by reason of content and educational purpose.

A final way of viewing a segment is in terms of the actual initiator of the work involved in completing a segment. All segments are scheduled, in the sense that learning tasks are spelled out and each Midshipman is expected to complete the course by year's end. Also, segments requiring the use of a particular audio-visual device, of which there is a limited supply, might be considered "scheduled" according to the dictates of equipment availability.

However, once a Midshipman is assigned a segment that requires, for example, the reading of a text, the Midshipman can initiate his own time schedule within the segment. When a segment requires instructor-led group discussions, the delivery

logistics demand that a Midshipman be present at the convenience of the instructor and other group members, rather than at his own convenience. Thus, segments will occasionally be referred to as scheduled or unscheduled. (See Course Strategy TP-6.4.)

3.3.1 Core Segment

Core learning is that which is necessary to assure the Midshipman's ability to meet the terminal objectives of each part. Since core learning is required, the sequencing of media selections is more important for core segments than for either enrichment or depth core; therefore, this report deals primarily with the core sequence.

A module is the treatment (or vehicle of instruction) applied to the content of a segment, i.e., a module refers to the instructional presentation variables used in a segment. This classification is important to the search for data, regarding which presentational variables are most effective under which conditions. Thus, like the CPT unit, a module has relevance primarily to the research aspects of the project, and secondarily to the course structure itself. The progress check, a ten-point multiple-choice test, is given at the end of each core segment. All students take the same progress check, regardless of the module they go through in completing the segment.

A section is a classification of course content that refers to only one type of instructional activity -- remediation. A remedial section is one that accompanies a core learning segment and attempts to achieve the same learning objectives. A remedial section is not required or used unless the Midshipman has failed to achieve sufficient success in the core learning segment.

A remedial section may utilize an entirely new mix of media materials and presentation design to upgrade the achievement level of core learning objectives. Thus, the remedial section could be scheduled or unscheduled, regardless of the initiation characteristics of core learning that it accompanies. Depth and enrichment segments do not have an accompanying remedial section.

A remedial section may not be a new collection of materials. It will, in some cases, merely repeat parts of the accompanying core learning segment, depending mainly on the level of achievement a Midshipman has attained.

3.3.2 Depth Core Segments

Depth core segments may accompany a core segment and work toward the same objectives. However, since not all core segments have depth core associates, and since depth core segments can be taken only at the end of a CPT unit, it is not as critical at this time to identify and sequence these auxilary segments.

3.3.3 Enrichment Segments

Enrichment segments are related to, but not essential to the mastery of terminal objectives. Since they are not required, they may be positioned at a number of meaningful yet seemingly arbitrary points in the course. Therefore, sequencing of enrichment segments is not covered in this report.

4. FLOW OF INSTRUCTION

Following the selection of media and analysis of course structure, CPT units were designated within each part. For example, Part II has nine identified segments. Therefore, it is possible to arrange one four-segment CPT unit and one three-segment CPT unit within Part II, while leaving two segments free for instruction via other media. In this way, the assignment of various media and presentation designs to the content is based on (1) the number of segments required for each experimental CPT unit, and (2) the number of segments identified for each part.

A second consideration, following the requirements of the CTP units, is placement of media within the course, in order that a sense of variety in media can be felt. In other words, in Part II, four segments of videotaped and audiotaped lectures are followed by three segments of syndactic text, then by one segment of a traditional individualized learning approach.

The third consideration has been to assess the complexity of the content within segments and assign media characterized by relatively persistent forms of presentation to segments of greatest complexity. CPT units with planned remediation have also been assigned to segments which have the greatest number of complex concepts.

Media have been assigned to single segments (i.e., segments not included in CPT units) for approximately the same reasons as

media assignments to CPT units. In both cases, there has been an attempt to obtain variety in instruction and to match media with content complexity.

The charts on the following pages depict media assignment to the content segments. CPT units are marked by CPT's. All parallel modules leading up to a CPT are included in experimental units. The same progress check is given after each segment, regardless of its inclusion or exclusion from the experimental design.

Included in the module flow are only the defining characteristics of the module, i.e., all media are designated but only those presentation dimensions which will be varied in the experiment are depicted in the chart. Other presentation dimensions which accompany a specific medium are given verbally at the bottom of the chart.

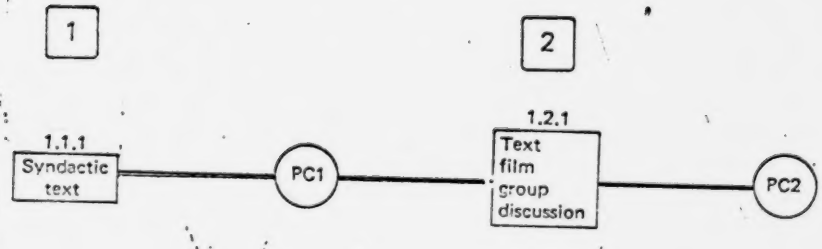
When examining the charts, note that:

a. placement of depth core segments, enrichment segments, and special remediation sections is not given in the charts.

b. under Response Form and in the module blocks, "verbal-written" and "verbal-selected" are often used interchangeably; both refer to selected rather than constructed response forms.

c. All modules carry numbers which correspond to labels of material; e.g., 2.6.1 refers to Part, segment, and module number respectively.

PART ONE
OVERVIEW OF LEADERSHIP



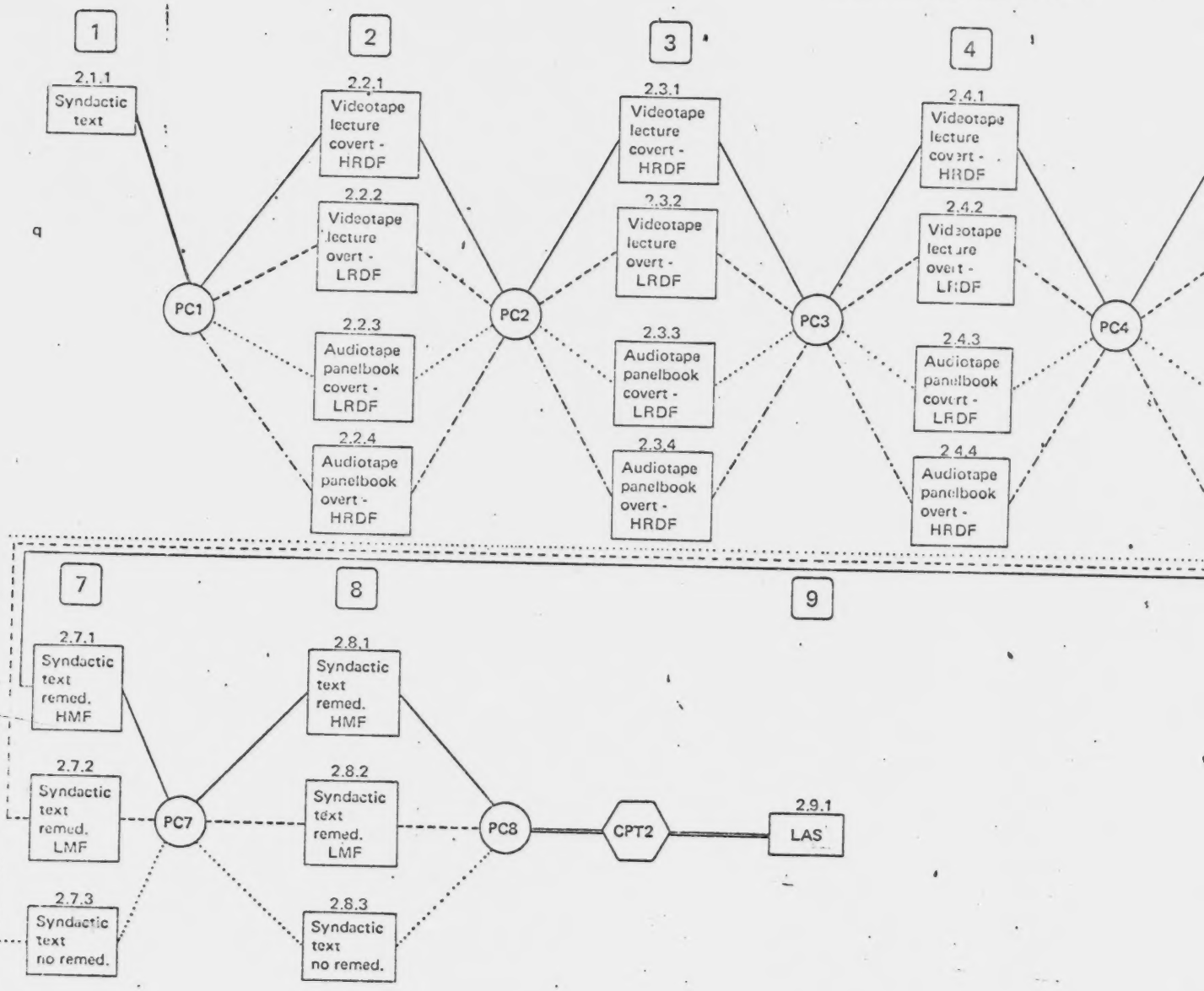
Segments	Media	Stimulus Representation	Stimulus Duration	Response Form	Respo Fr
1. Concept of leadership	Syndactic text	Verbal written	Persistent	Overt-selected	V
2. Standards of leadership in the Naval service	Mixed-media (Text, film, group discussion)	Variable	Variable	Variable	V

PART ONE
OVERVIEW OF LEADERSHIP

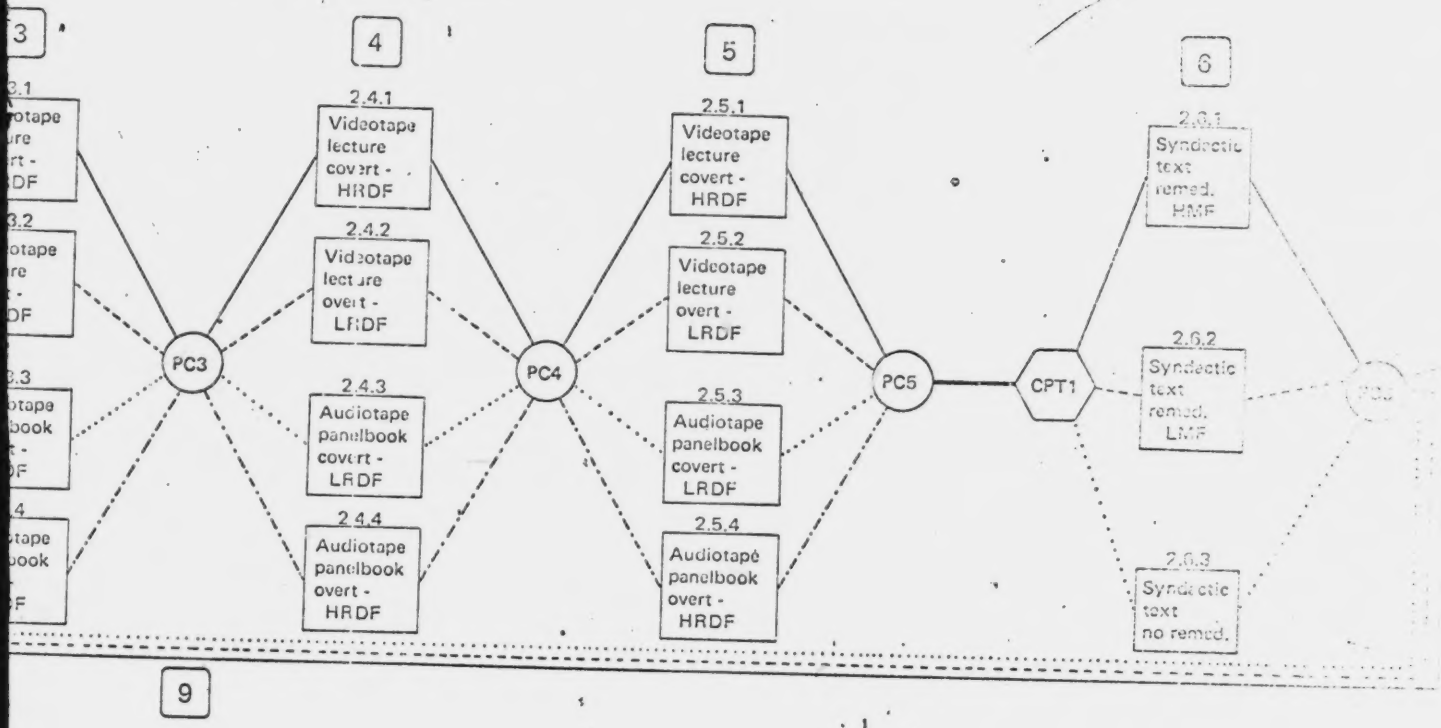
PC2

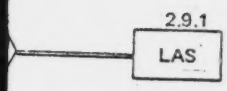
Stimulus Representation	Stimulus Duration	Response Form	Response Demand Frequency	Management Type	Management Frequency
Verbal written	Persistent	Overt-selected	Variable	Multi-level	Variable
Variable	Variable	Variable	Variable	Variable	Variable

PART TWO
INDIVIDUAL BEHAVIOR



PART TWO
INDIVIDUAL BEHAVIOR



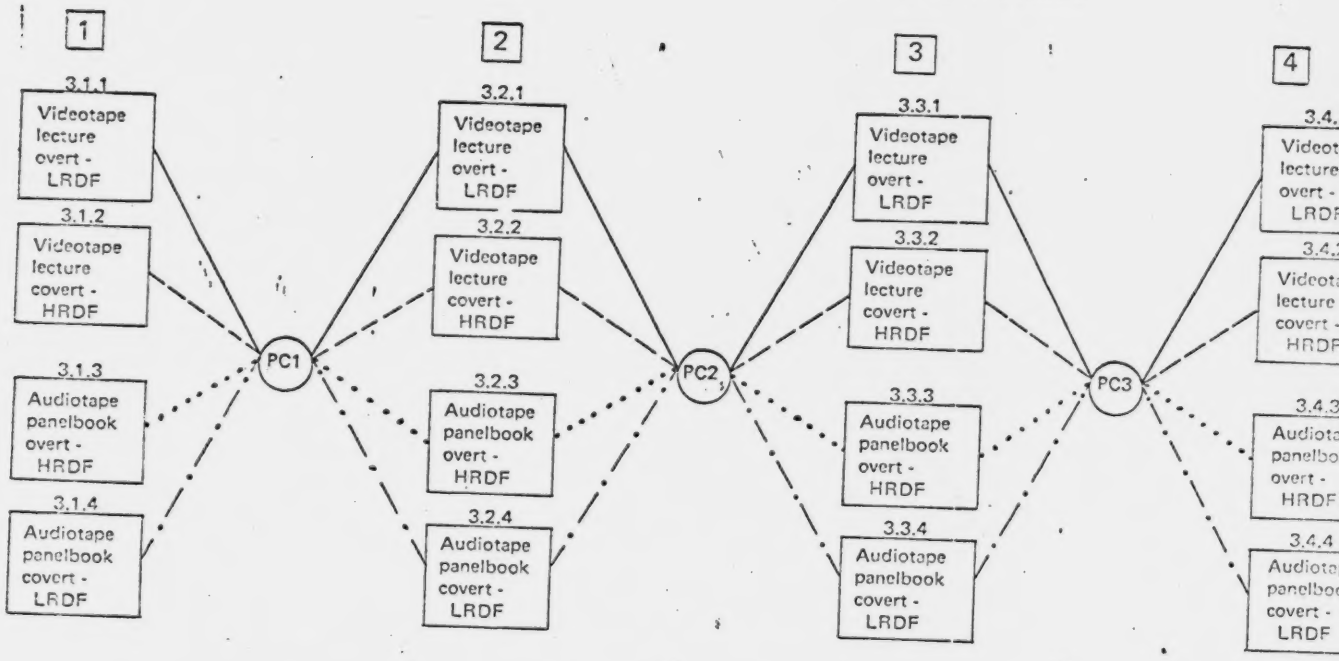


PART TWO -- CONTINUED

Segments	Media	Stimulus Encoding	Stimulus Duration	Response Form	Resp
1. Introduction to psychology	Syndactic text	Verbal written	Persistent	Overt selected	
2. Behavior and its observation 3. Learning 4. Factors affecting learning 5. Attention and perception	Videotape lecture and audiotape lecture with panelbook	Verbal spoken	Transient	Covert-overt selected	
6. Motivation 7. Conflict 8. Neurotic and psychotic reactions	Syndactic text	Verbal written	Persistent	Overt selected	
9. Personality	Resource materials - LAS	Variable	Persistent	Covert	V

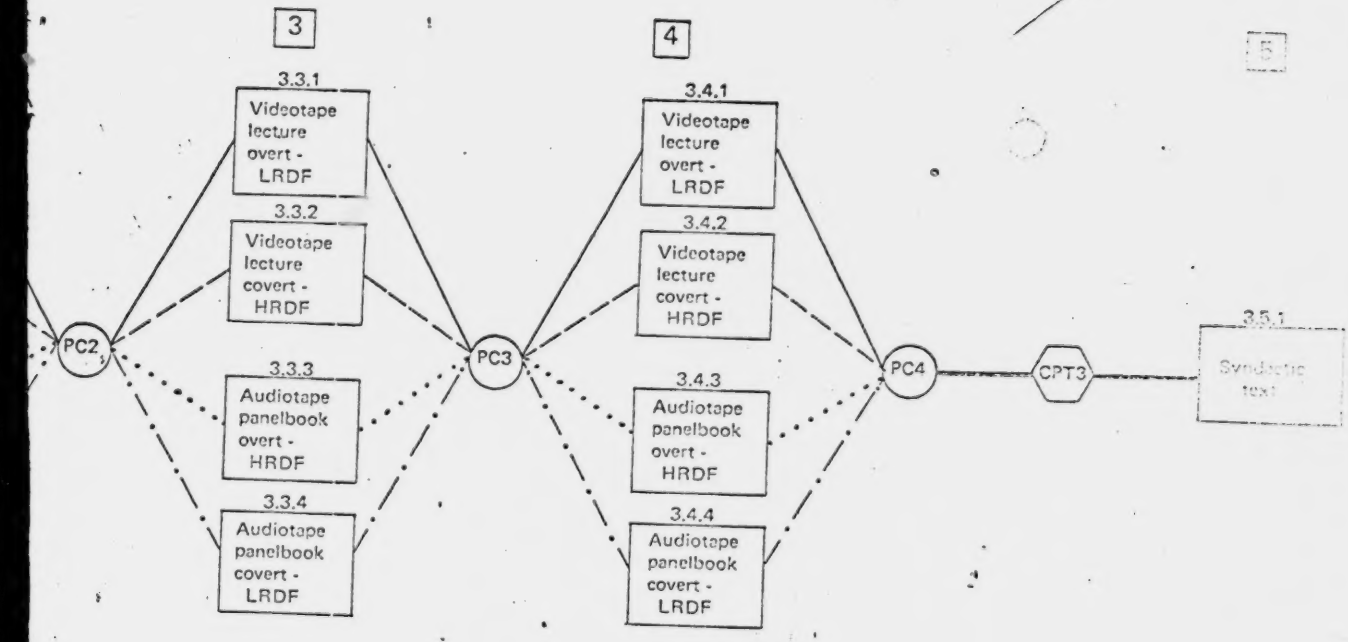
PART TWO -- CONTINUED

Stimulus Encoding	Stimulus Duration	Response Form	Response Demand Frequency	Management Type	Management Frequency
Verbal written	Persistent	Overt selected	Variable	Multi-level	Variable
Verbal spoken	Transient	Covert-overt selected	High-low	None	Zero
Verbal written	Persistent	Overt selected	High-low	Multi-level	High-low
Variable	Persistent	Covert	Variable	None	Zero

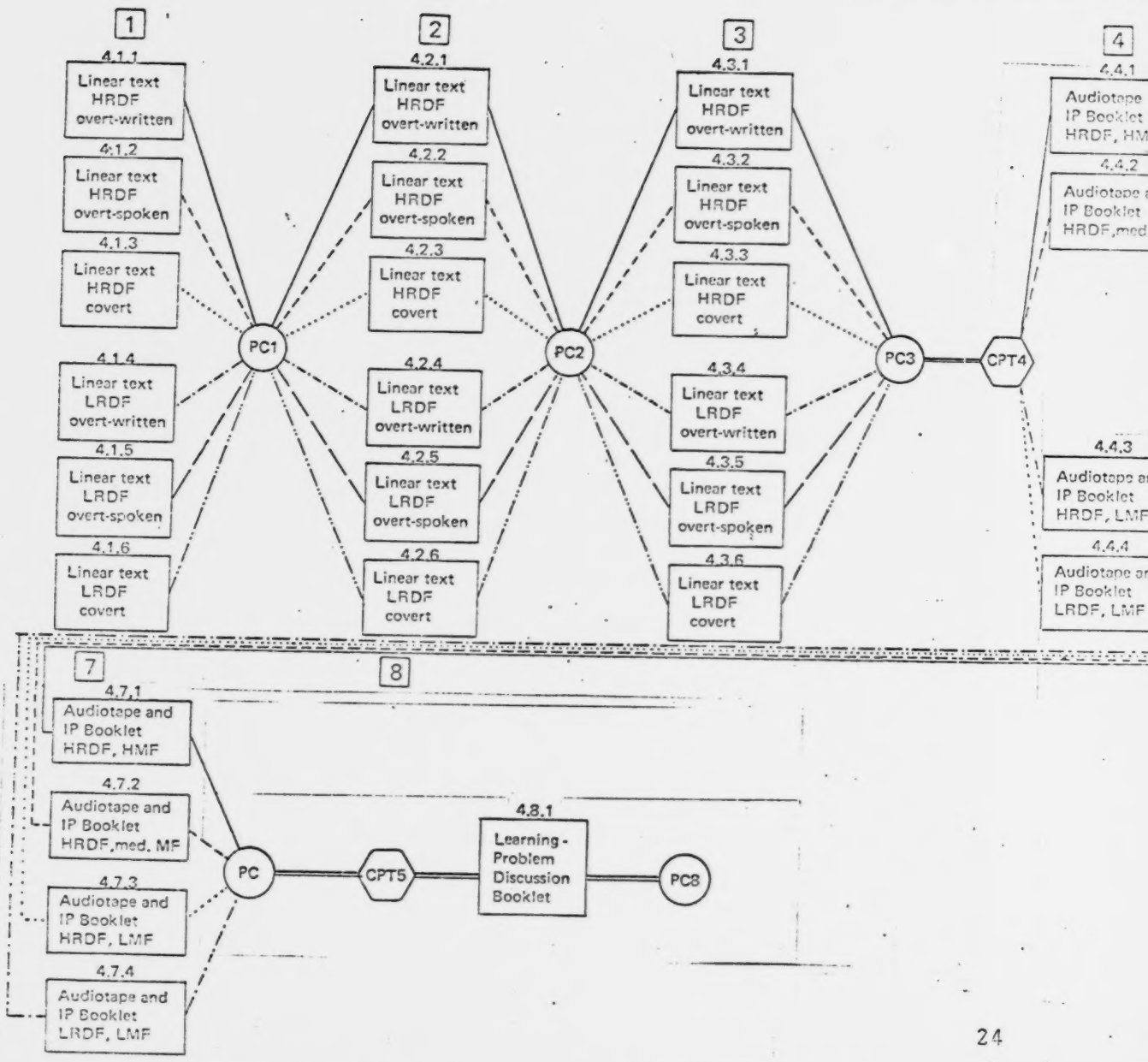


Segments	Media	Stimulus Encoding	Stimulus Duration	Response Form	Re
1. Introduction 2. Classification of groups 3. Group interactions 4. Conformity as factor of group behavior	Videotape lecture and audiotape lecture with panelbook	Verbal spoken	Transient	Covert-overt selected	
5. Relation of the individual to the group	Syndectic-text	Verbal written	Persistent	Overt-selected	Va

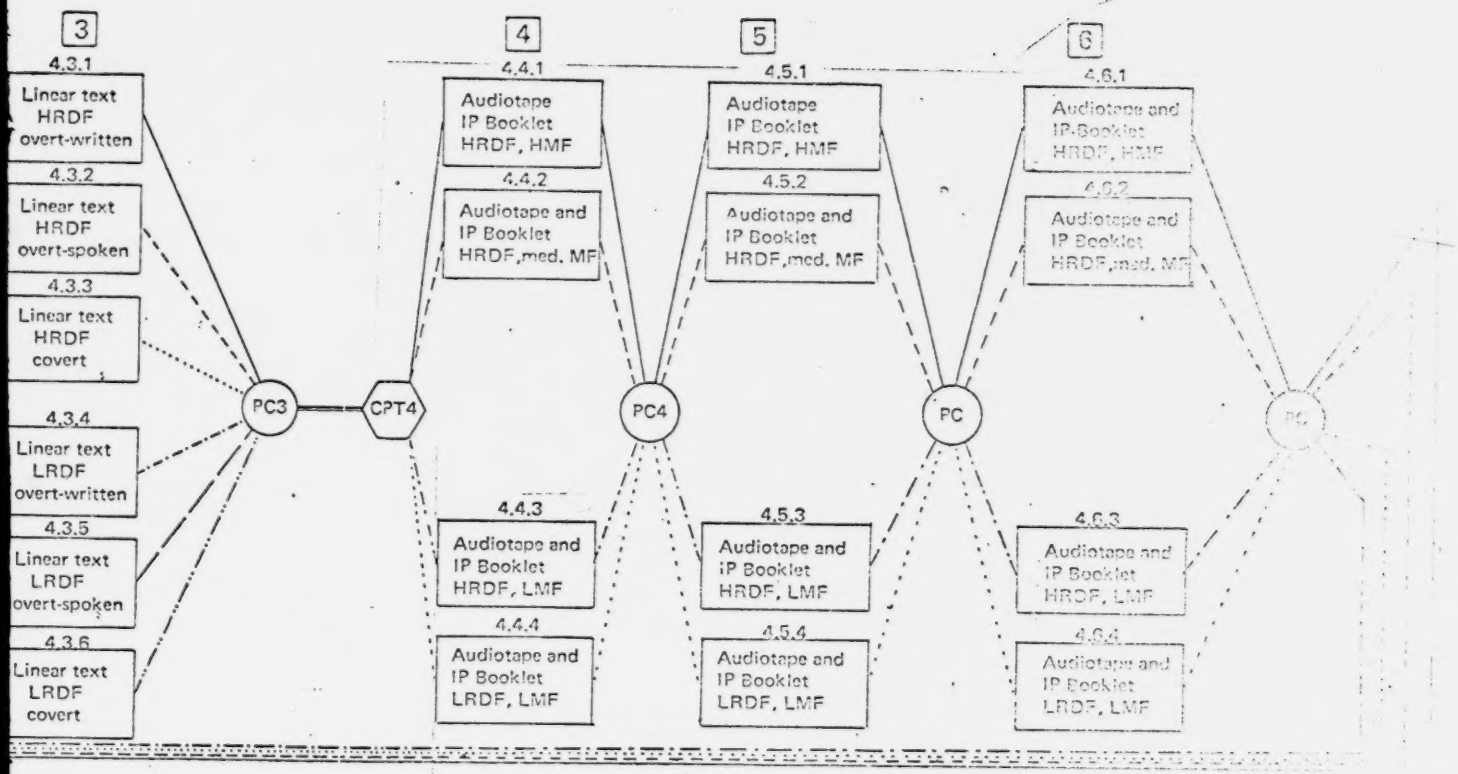
PART THREE
GROUP DYNAMICS



Stimulus Encoding	Stimulus Duration	Response Form	Response Demand Frequency	Management Type	Management Frequency
Verbal spoken	Transient	Covert-overt selected	High-low	None	Zero
Verbal written	Persistent	Overt-selected	Variable	Multi-level	Variable


1
2
3
4
4.1.1
Linear text HRDF overt-written
4.1.2
Linear text HRDF overt-spoken
4.1.3
Linear text HRDF covert
4.1.4
Linear text LRDF overt-written
4.1.5
Linear text LRDF overt-spoken
4.1.6
Linear text LRDF covert
PC1
4.2.1
Linear text HRDF overt-written
4.2.2
Linear text HRDF overt-spoken
4.2.3
Linear text HRDF covert
4.2.4
Linear text LRDF overt-written
4.2.5
Linear text LRDF overt-spoken
4.2.6
Linear text LRDF covert
PC2
4.3.1
Linear text HRDF overt-written
4.3.2
Linear text HRDF overt-spoken
4.3.3
Linear text HRDF covert
4.3.4
Linear text LRDF overt-written
4.3.5
Linear text LRDF overt-spoken
4.3.6
Linear text LRDF covert
PC3
CPT4
4.4.1
Audiotape IP Booklet HRDF, HM
4.4.2
Audiotape IP Booklet HRDF,med
4.4.3
Audiotape a IP Booklet HRDF, LMF
4.4.4
Audiotape a IP Booklet LRDF, LMF
7
8
4.7.1
Audiotape and IP Booklet HRDF, HMF
4.7.2
Audiotape and IP Booklet HRDF,med. MF
4.7.3
Audiotape and IP Booklet HRDF, LMF
4.7.4
Audiotape and IP Booklet LRDF, LMF
PC
CPT5
4.8.1
Learning - Problem Discussion Booklet
PC8

PART FOUR
ACHIEVING EFFECTIVE COMMUNICATION



PC8

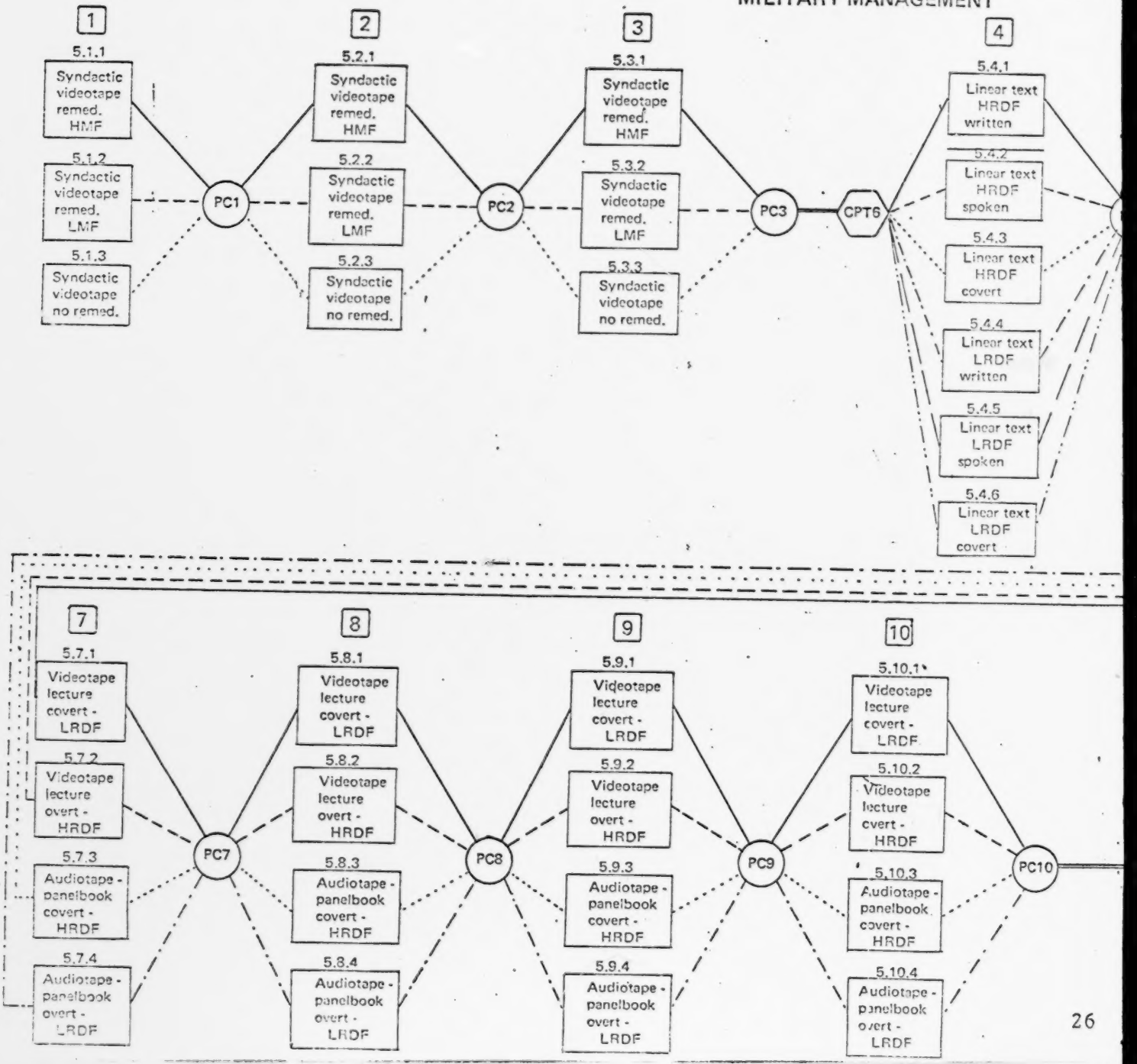
PART FOUR -- CONTINUED

Segments	Media	Stimulus Representation	Stimulus Duration	Response Form
1. Importance of interpersonal communication 2. The communication process (sender and receiver) 3. The communication process (sender and feedback)	Linear text	Verbal-written	Persistent	Over-written, overt-spoken, covert
4. Types of communication 5. Formal communication and its dimensions 6. Informal communication 7. Communication under battle conditions	Audiotape and intrinsically programed booklet	Verbal-written, verbal-spoken	Transient, persistent	Overt-selected
8. Evaluating communication effectiveness	Learning-problem discussion booklet	Verbal-written, verbal-spoken	Variable	Overt-spoken

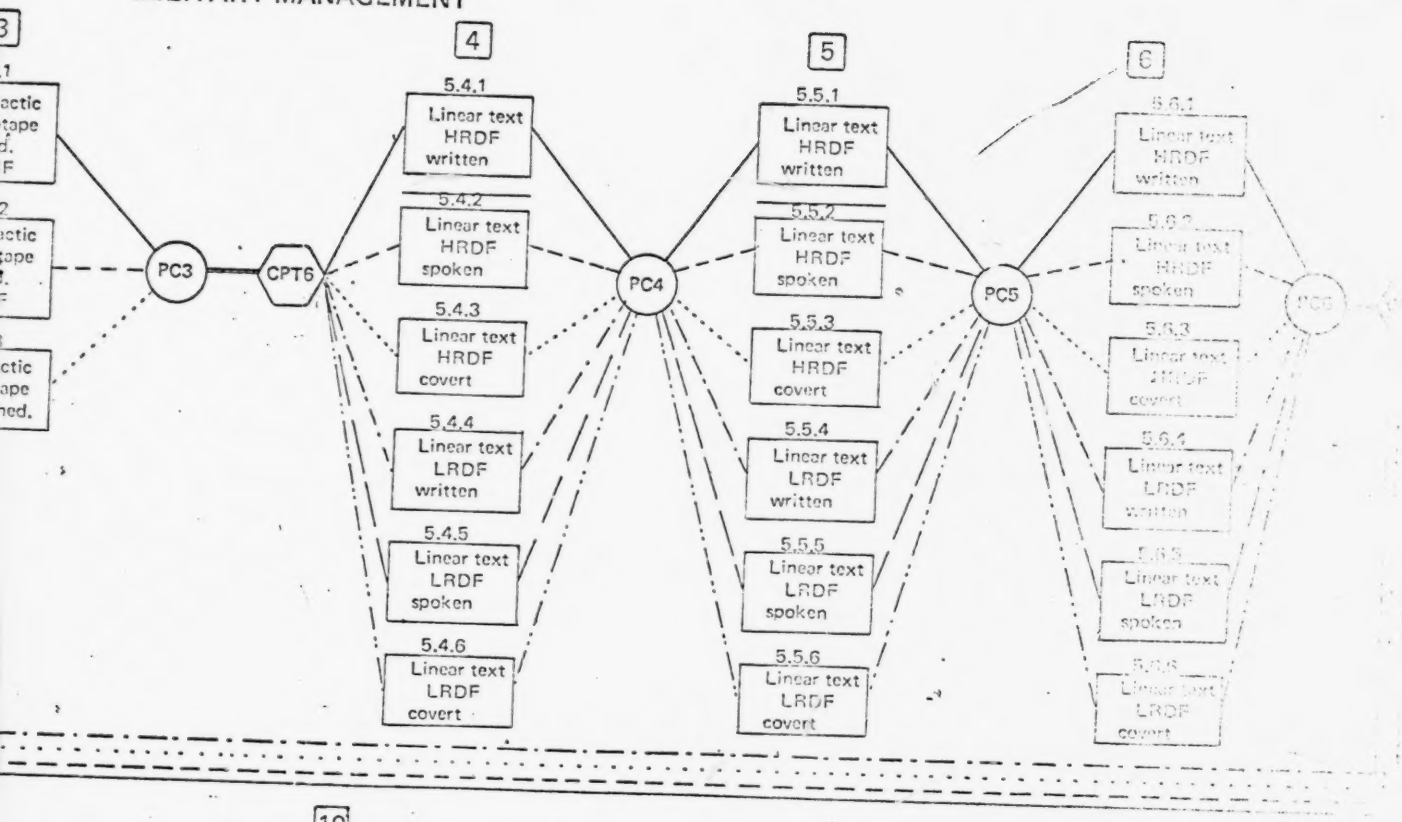
PART FOUR -- CONTINUED

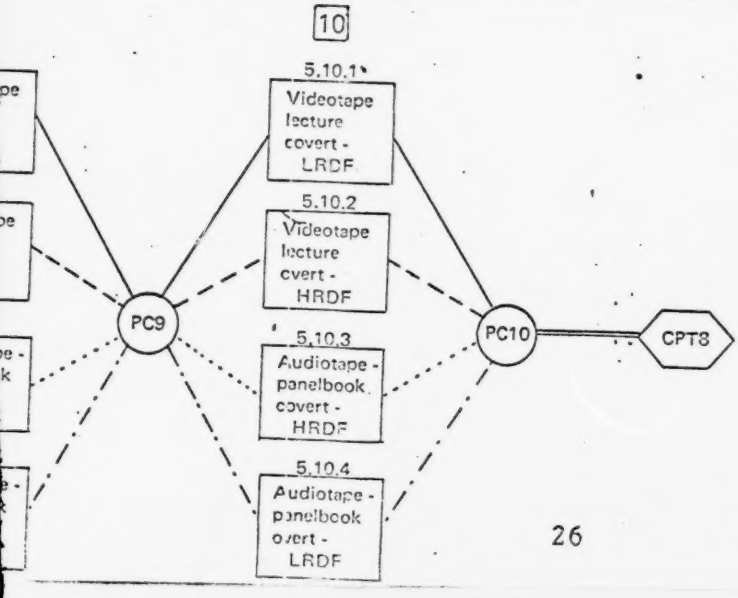
Stimulus Representation	Stimulus Duration	Response Form	Response Demand Frequency	Management Type	Management Strategy
Verbal-written	Persistent	Over-written, overt-spoken, covert	High-low	None	Low
Verbal-written, verbal-spoken	Transient, persistent	Overt-selected	High-low	Error diagnosis	High, medium, low
Verbal-written, verbal-spoken	Variable	Overt-spoken	Variable	Variable	Variable

PART FIVE
MILITARY MANAGEMENT



PART FIVE
MILITARY MANAGEMENT





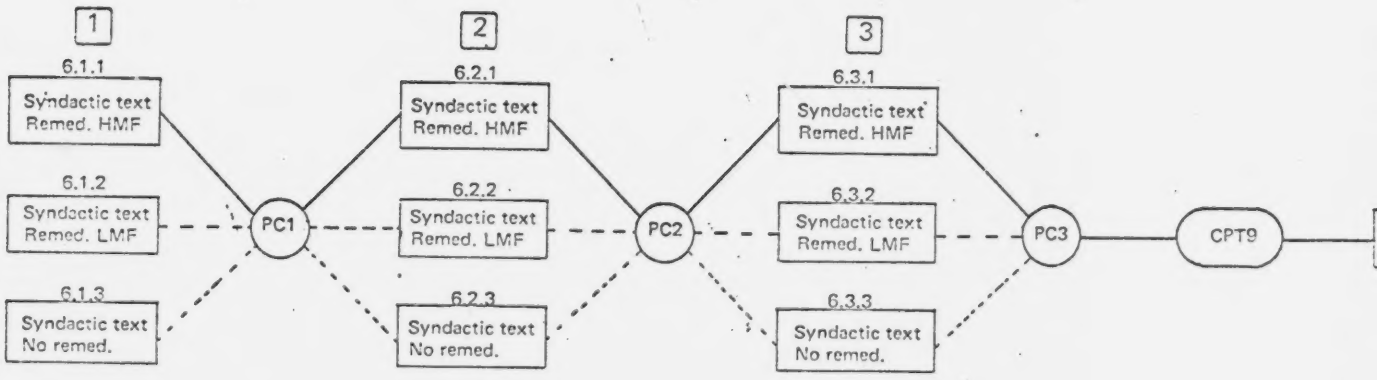
PART FIVE -- CONTINUED

Segments	Media	Stimulus Representation	Stimulus Duration	Response Form
1. Introduction to management and the management process	Syndactic videotape	Verbal-spoken	Transient	Overt-select
2. Decision making and creativity				
3. Objectives				
4. Planning	Linear text	Verbal-written	Persistent	Overt-writt overt-spok covert
5. Organizing: principles and importance				
6. Organizing: structure				
7. Organizing: charting	Videotape lecture and audiotape with panel-book	Verbal-spoken	Transient	Covert, overt-select
8. Directing				
9. Controlling				
10. Coordinating				

PART FIVE -- CONTINUED

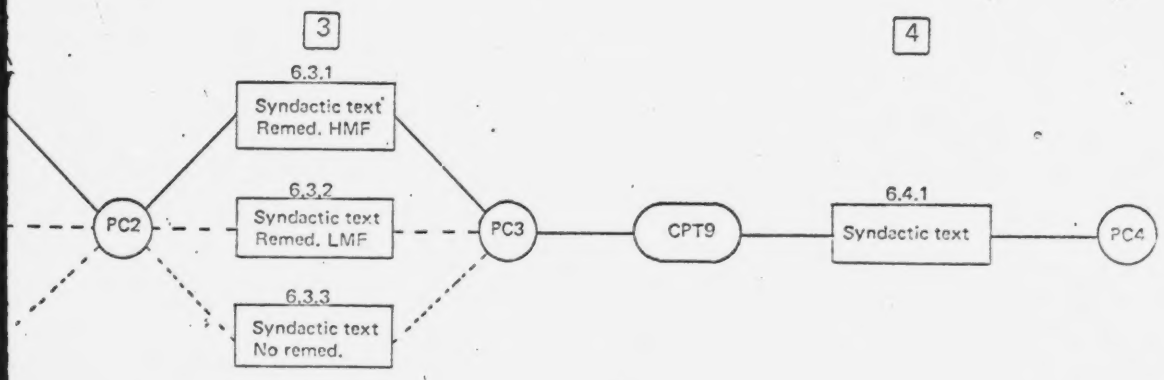
dia	Stimulus Representation	Stimulus Duration	Response Form	Response Demand Frequency	Management Type	Management Frequency
ectic tape	Verbal-spoken	Transient	Overt-selected	High, low	Multi-level	High, low, zero
r text	Verbal-written	Persistent	Overt-written, overt-spoken, covert	High, low	None	Zero
otape re and otape panel-	Verbal-spoken	Transient	Covert, overt-selected	High, low	None	Zero

PART SIX
AUTHORITY AND RESPONSIBILITY



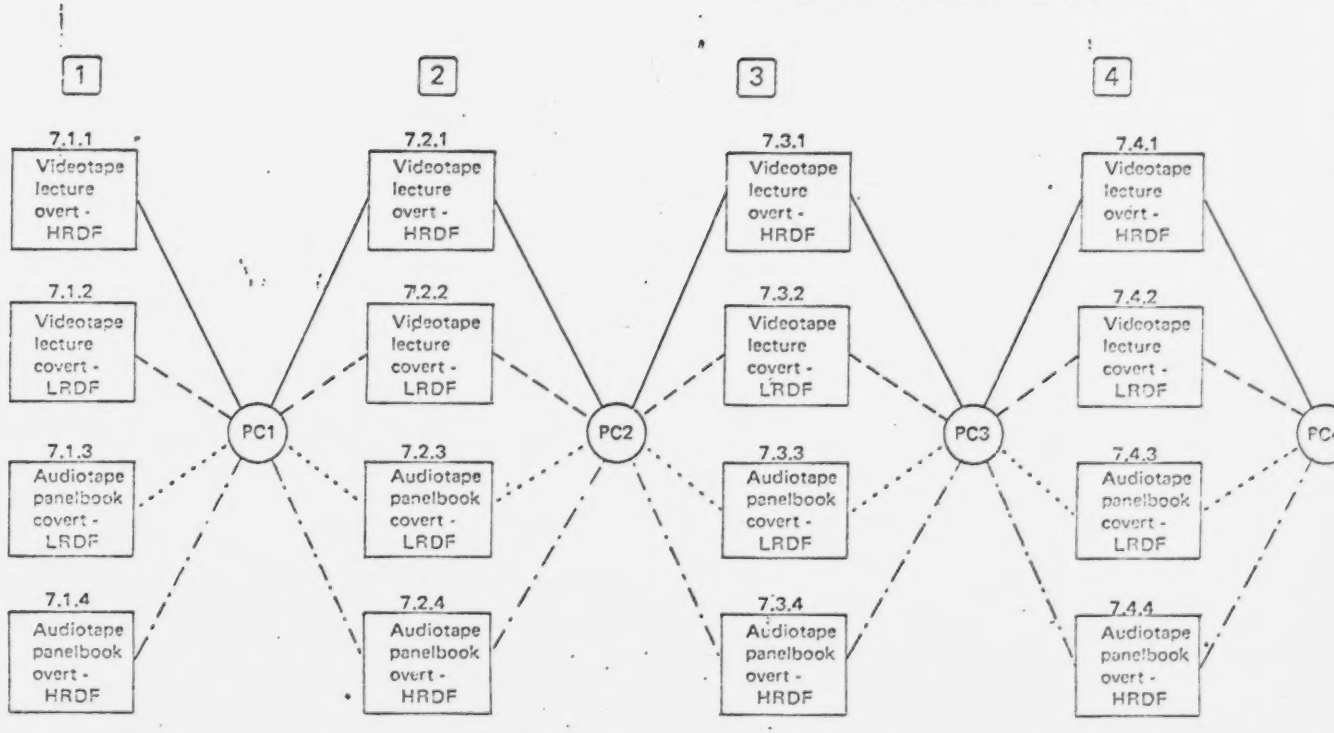
Segments	Media	Stimulus Representation	Stimulus Duration	Response Form	Re
1. Concept of authority	Syndactic text	Verbal-written	Persistent	Overt-selected	
2. Why people accept/resist authority					
3. Delegation of authority; line-staff relationship					
4. Responsibility	Syndactic text	Verbal-written	Persistent	Overt-selected	

PART SIX
AUTHORITY AND RESPONSIBILITY



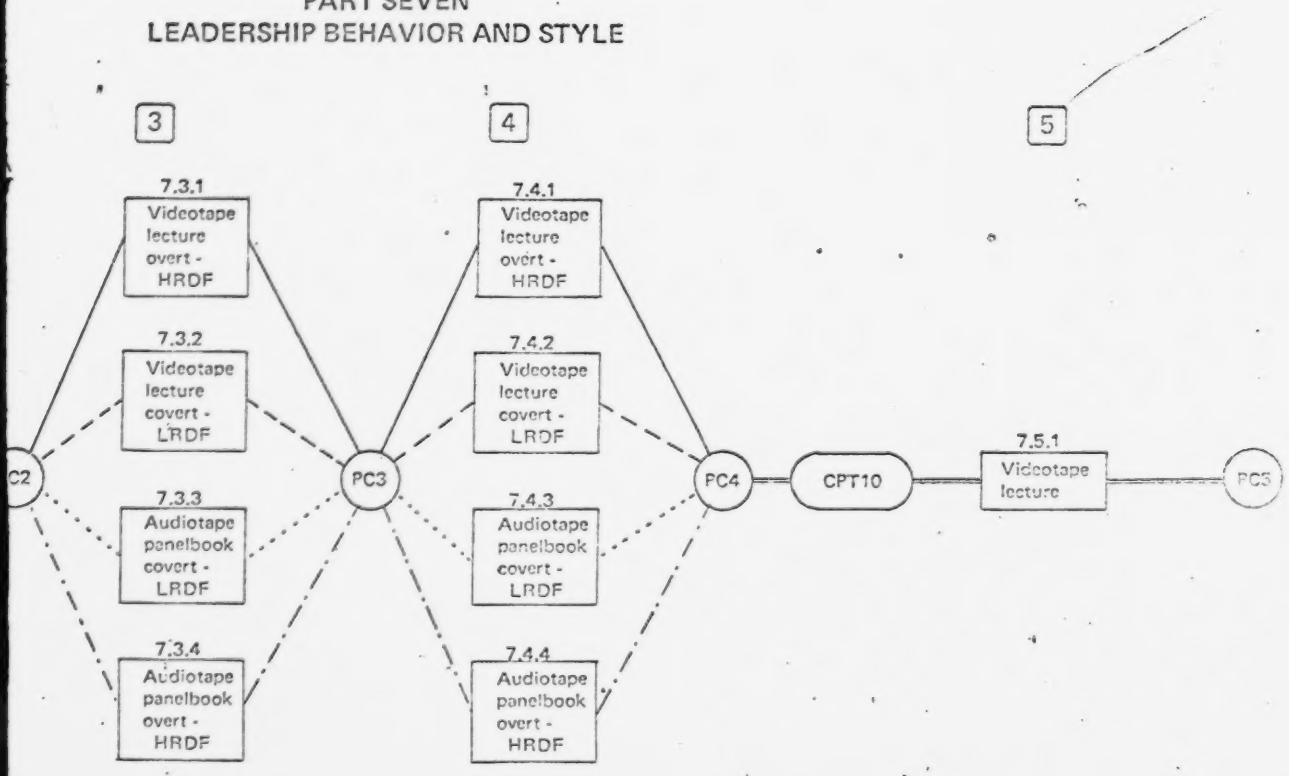
Media	Stimulus Representation	Stimulus Duration	Response Form	Response Demand Frequency	Management Type	Management Frequency
Syndactic text	Verbal-written	Persistent	Overt-selected	High, low	Multi-level	High, low, zero
Syndactic text	Verbal-written	Persistent	Overt-selected	Variable	Multi-level	Variable

PART SEVEN
LEADERSHIP BEHAVIOR AND STYLE


1
2
3
4
7.1.1 Videotape lecture overt - HRDF
7.1.2 Videotape lecture covert - LRDF
7.1.3 Audiotape panelbook covert - LRDF
7.1.4 Audiotape panelbook overt - HRDF
7.2.1 Videotape lecture overt - HRDF
7.2.2 Videotape lecture covert - LRDF
7.2.3 Audiotape panelbook covert - LRDF
7.2.4 Audiotape panelbook overt - HRDF
7.3.1 Videotape lecture overt - HRDF
7.3.2 Videotape lecture covert - LRDF
7.3.3 Audiotape panelbook covert - LRDF
7.3.4 Audiotape panelbook overt - HRDF
7.4.1 Videotape lecture overt - HRDF
7.4.2 Videotape lecture covert - LRDF
7.4.3 Audiotape panelbook covert - LRDF
7.4.4 Audiotape panelbook overt - HRDF
PC1
PC2
PC3
PC

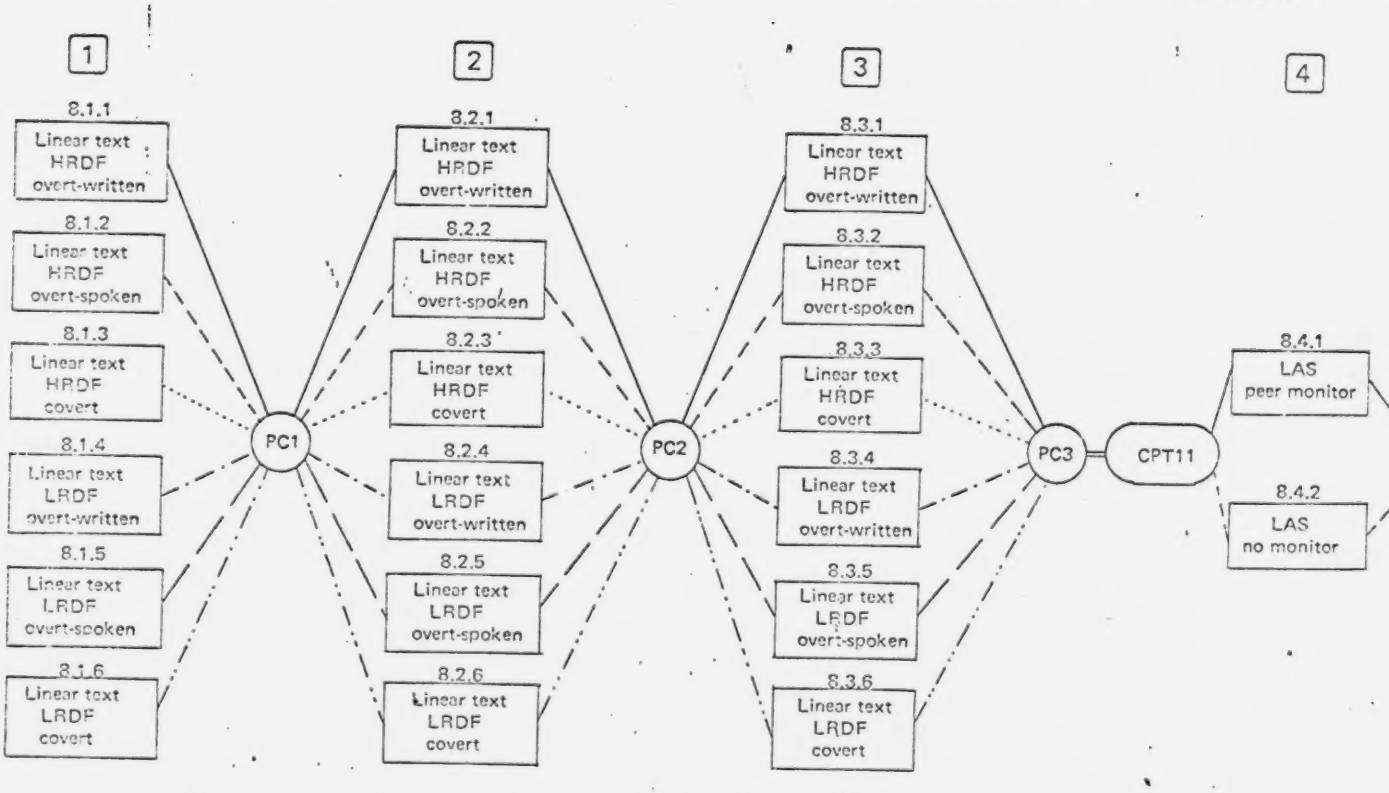
Segments	Media	Stimulus Representation	Stimulus Duration	Response Form	
1. Leadership behavior 2. Leadership style 3. Determiners of leadership style - the leader 4. Determiners of leadership style - the follower, (group) and the situation	Videotape l... and audiotap... with panelbo...	Verbal-spoken	Transient	Covert, overt-selected	
5. Participative leadership	Videotape lecture	Verbal-spoken	Transient	Variable	

PART SEVEN
LEADERSHIP BEHAVIOR AND STYLE



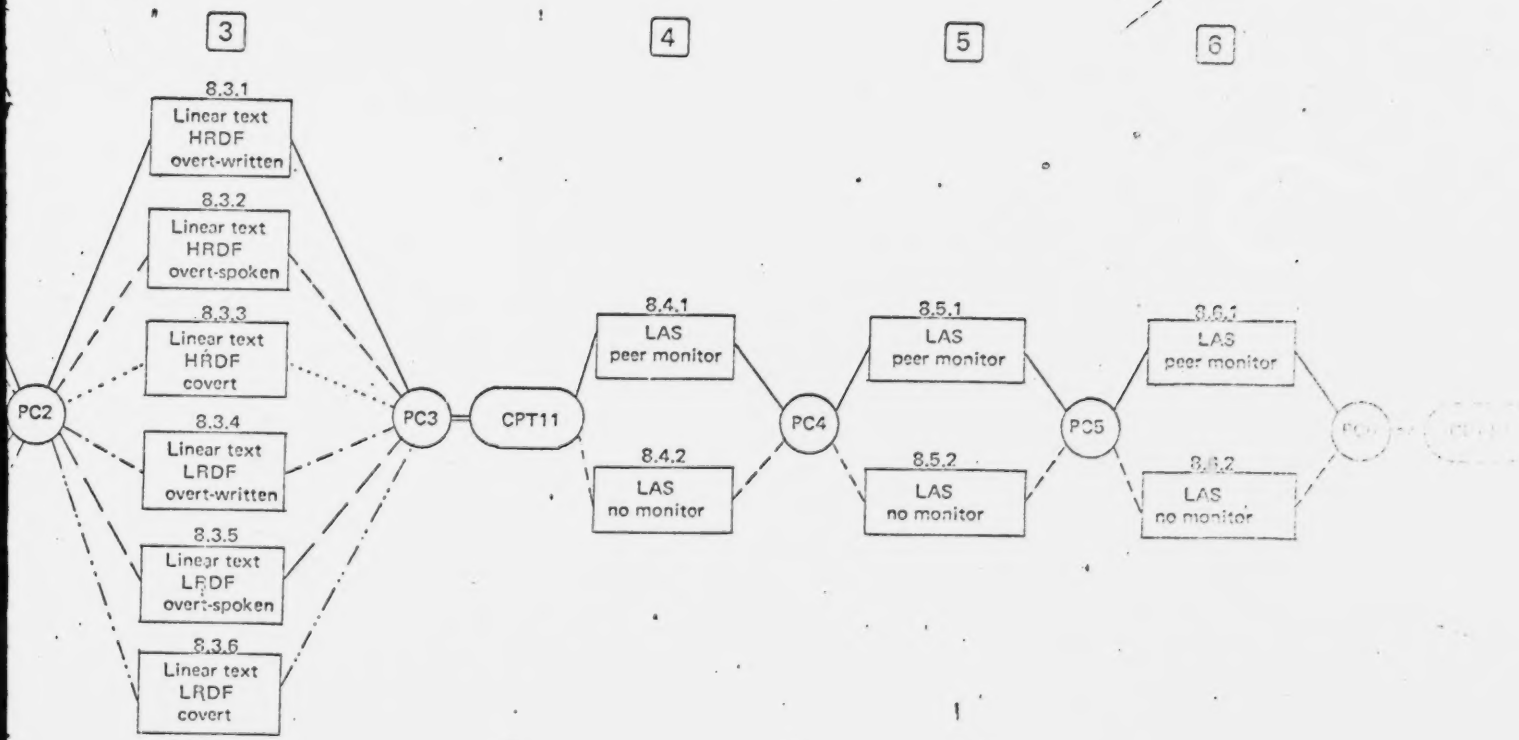
Média	Stimulus Representation	Stimulus Duration	Response Form	Response Demand Frequency	Management Type	Management Frequency
ideotape l d audiotar ith panelbo	Verbal-spoken	Transient	Covert, overt-selected	High, low	None	Zero
ideotape lecture	Verbal-spoken	Transient	Variable	Variable	Variable	Variable

PART EIGHT
SENIOR-SUBORDINATE RELATIONS



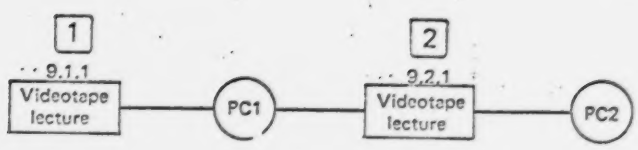
Segments	dia	Stimulus Representation	Stimulus Duration	Respons form
1. Organizational structure and social distance in senior-subordinate relationships	Linc	Verbal-written	Persistent	itten oken, covert
2. Officer - enlisted man relationships				
3. Assumption of command and formal and informal leader relationship				
4. Introduction to counseling	Resou materials (bibliography)	Verbal-written	Persistent	Covert, overt
5. The counseling process				
6. Relations with seniors and contemporaries				

PART EIGHT
SENIOR-SUBORDINATE RELATIONS



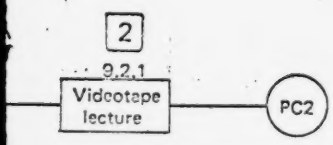
dia	Stimulus Representation	Stimulus Duration	Response Form	Response Demand Frequency	Management Type	Management Frequency
Linc	Verbal-written	Persistent	itten, oken, covert	High, low	None	Zero
Resour materials (bibliography)	Verbal-written	Persistent	Covert, overt	Variable, zero	Motivation management, none	Variable, zero

PART NINE
MORALE



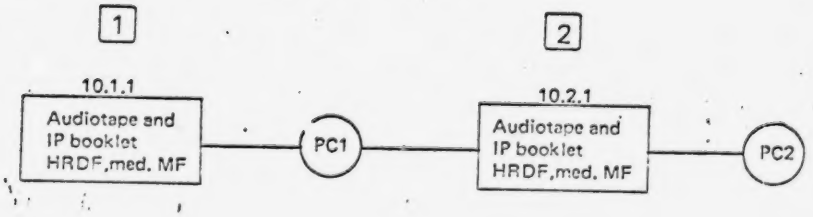
Segments	Media	Stimulus Representation	Stimulus Duration	Response Form	Response Demand Frequency
1. Morale 2. Group Solidarity and Esprit	Videotape lecture	Verbal-spoken	Transient	Overt	Variable

PART NINE
MORALE



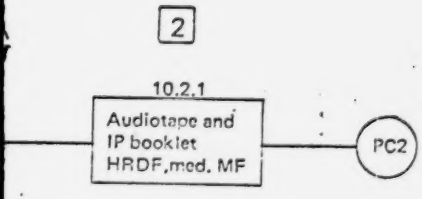
Stimulus Representation	Stimulus Duration	Response Form	Response Demand Frequency	Management Type	Management Frequency
Verbal-spoken	Transient	Overt	Variable	Variable	Variable

PART TEN
DISCIPLINE



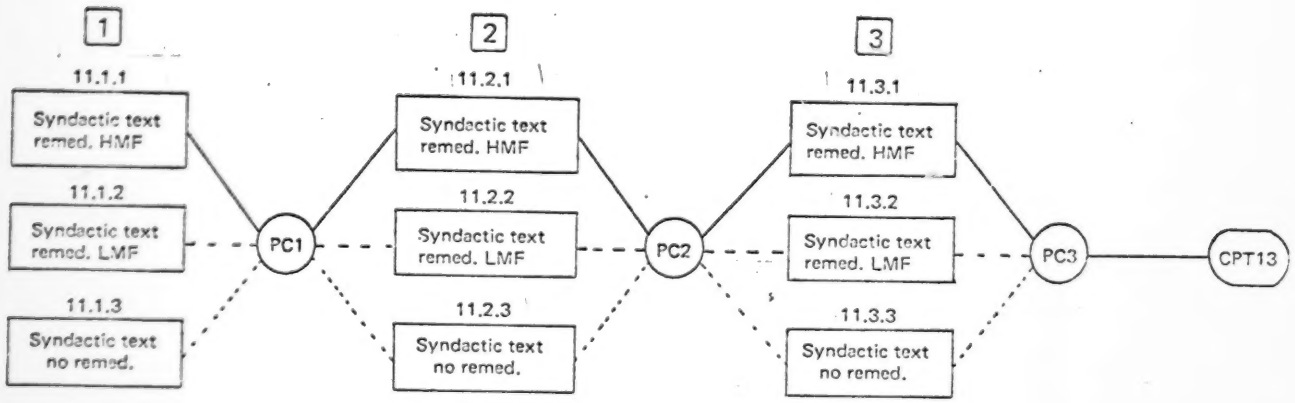
Segments	Media	Stimulus Representation	Stimulus Duration	Response Form	
1. Introduction to Discipline 2. Introduction to Discipline	Audiotape and IP booklet	Verbal-written and Verbal-spoken	Transient and Persistent	Overt-selected	

PART TEN
DISCIPLINE



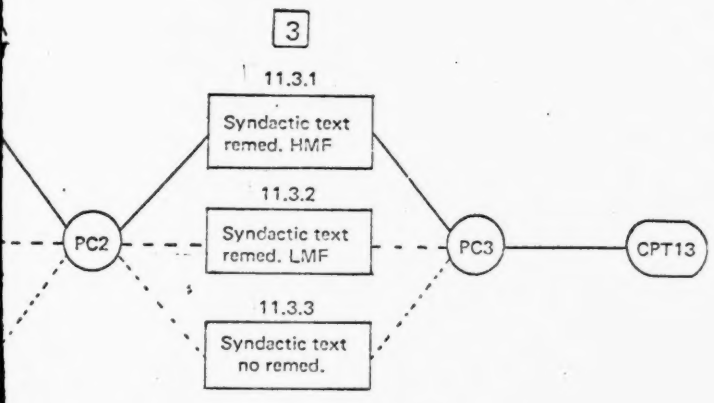
Stimulus Representation	Stimulus Duration	Response Form	Response Demand Frequency	Management Type	Management Frequency
Verbal-written and Verbal-spoken	Transient and Persistent	Overt-selected	High	Error-diagnosis	Medium

PART ELEVEN
PERSONNEL EVALUATION



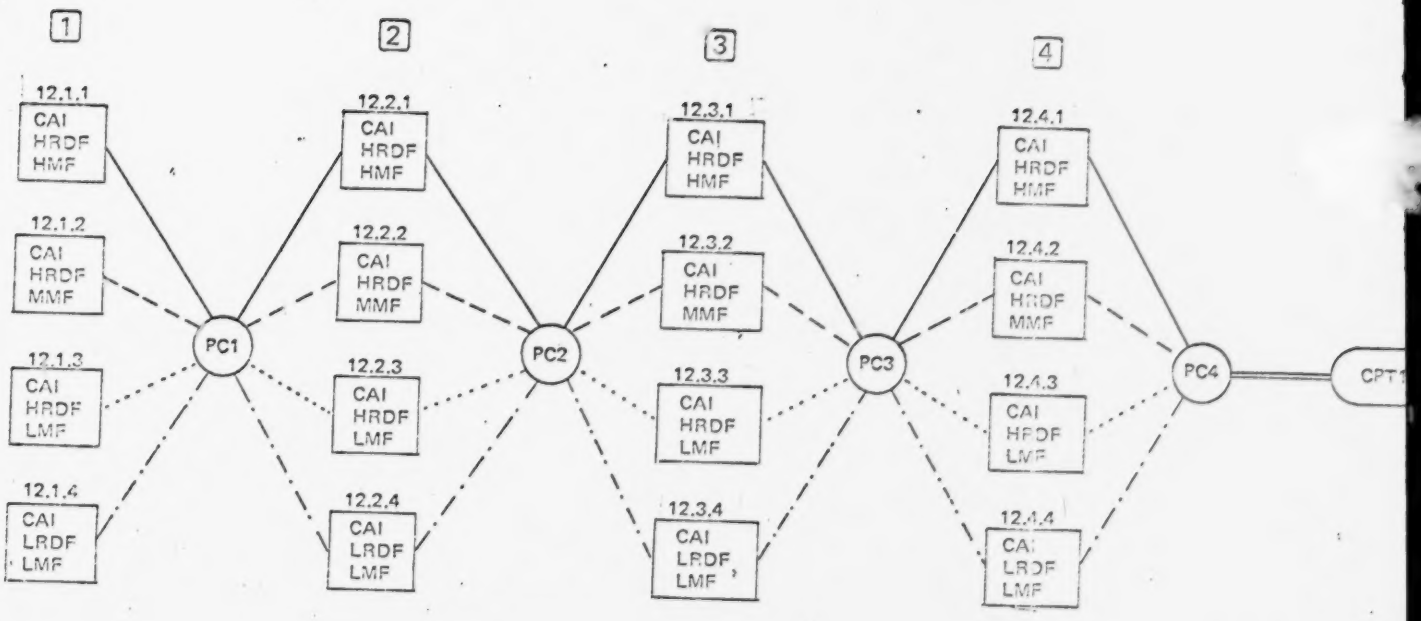
Segments	Media	Stimulus Representation	Stimulus Duration	Response Form
1. Role of evaluation 2. Enlisted performance evaluation 3. Officer evaluation	Syndactic text	Verbal-written	Persistent	Overt-selected

PART ELEVEN
PERSONNEL EVALUATION



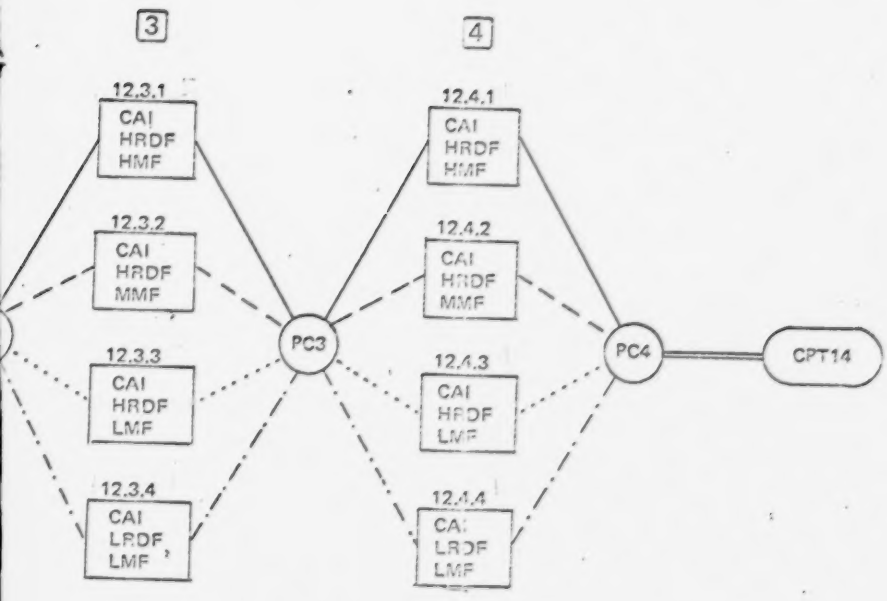
	Stimulus Representation	Stimulus Duration	Response Form	Response Demand Frequency	Management Type	Management Frequency
text	Verbal-written	Persistent	Overt-selected	High, low	Multi-level	

PART TWELVE
APPLIED LEADERSHIP



Segments	Media	Stimulus Representation	Stimulus Duration	Response Form	Response Frequ
1. Measurement of effective leadership 2. Generally recognized characteristics of an effective leader 3. Techniques of assuming command 4. To be decided	CAI	Verbal-written	Persistent	Overt-selected	High, low

PART TWELVE
APPLIED LEADERSHIP



	Stimulus Representation	Stimulus Duration	Response Form	Response Demand Frequency	Management Type	Management Frequency
	Verbal-written	Persistent	Overt-selected	High, low	Error diagnosis	High, [illegible] low